

1. Begin with the End in Mind**Content Standards**

Math Standards: K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

Science Standards: NO SCIENCE STANDARDS INCLUDED

ELA Standards: K.R.I.1 With prompting and support, ask and answer questions about key details in a text., K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .), K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood., K.L.1.f Produce and expand complete sentences in shared language activities.

Social Studies Standards: S2-C1-PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.

What will students **KNOW** (knowledge/content):

Number word sequence.
Strategies for keeping track of objects that have already been counted (e.g., crossing out, moving, organizing objects, grouping by five).
Techniques for identifying key details of a text
Appropriate responses to teacher prompts
Vocabulary: main topic, retell, detail
Common phrases for expressing opinions (e.g. I like..., I don't like..., My favorite is...) techniques for using drawing, dictating, and writing to express their thoughts
vocabulary: opinion.
common question words and stems
components of a complete sentence
asking questions helps them understand what they have heard or seen
vocabulary words: key details
personal events
how history is the story of events, people, and places in the past.
primary sources

What will students be **ABLE TO DO** (skills):

Count sequentially.
Strategically apply methods for keeping track of objects while counting with one-to-one correspondence.
Respond to teacher prompts about main idea.
Respond to teacher prompts about key details.
Use drawing, dictating, and writing to reflect preferences or opinions on a topic or book meaningfully using drawings and writing to express their opinion.
producing and expanding complete sentences with support
answer questions about key details of what they have seen or heard
Retell personal events
Use primary source materials (e.g., photos, artifacts) to study people and events from the past.

21st Century Skills Addressed:

Communication

Where will 21st Century Skill be evident?

Students will work on communication skills during: presentation of sketches, Presentation of family book to other class, presentation of family book to parents

Anticipated Mathematical Practices:

Where will the Mathematical Practices be evident?

Reason abstractly and quantitatively., Model with mathematics	In math, students will reason abstractly and quantitatively when they count objects and associate them with an amount. They will model with mathematics when they use manipulatives to show those amounts
Anticipated Science and Engineering Practices: NOT APPLICABLE	Where will the Science Practices be evident? N/A
Anticipated ELA Student Capacities: They demonstrate independence., They value evidence.	Where will the ELA Student Capacities be evident? In ELA students will demonstrate independence when using complete sentences without teacher prompt. Students will value evidence in the form of pictures to express opinions

<p>Summary of Project:</p> <p>The students will create their own “Family Books” in which the concepts of counting, cardinality, speaking in complete sentences, and communicating their opinions through drawings and explanations will be included. Students will practice drawing as a form of evidence for the different pages in the book. Students will count and number their pages in the book, with an understanding that each page and number represents an amount, and the last number said in the amount of pages represents the total quantity of pages in the book. They will present them to an audience and practice communication skills.</p>
<p>Authentic Project Audience:</p> <p>Students will present their Family Book to a partner class and to parents at parent teacher conferences</p>

Scope of the Project: (On a scale of 1-5 Where does this project rate on the following components?)							
	Small Project	1	2	3	4	5	Ambitious Projects
Duration	5-10 Days		4				Semester Long
Breadth:	1Topic/1Standard		5				Multiple Standards/Multiple Disciplines

Technology:	Limited	3	Extensive
Outreach:	Classroom-based	3	Community-based
Partnership:	One Teacher	2	Multiple Teachers/Community Members
Audience;	Classroom/School	3	Expert Panel

2. Craft the Driving Question

Driving Question:

How can we tell others about our family?

3. Plan the Assessment

List Teacher/District Generated Assessments:
(ex, Galileo, Beyond Textbooks, Scantron, ALEX, STAR)

Beyond Textbooks:
K.RI.01 Rubric for details from text
K.CC.04 Rubric for Counting

Culminating Product:

Presentation within the school, Family Book

Describe the Culminating Product in this PBL Unit:

Each student will have a "Family Book" to be shared with classmates, teachers, and parents

Multiple Products:

Sketch, Drafts

Describe the Multiple Products you will use as Checkpoints:

Drawings/sketches will be used as a way to identify how students are understanding the concept of "opinion".
Written work may include emergent writing in the students books.

List any Rubrics to be used for assessment in this Project:

Teacher Generated:
K.W.01 opinion rubric
K.SL.02 rubric for questioning and understandings from readings

4. Map the Project

Describe how you will Launch the Project:

A story about families will be read to the students. A discussion about families will take place. The teacher will get the students excited about sharing who is in their families and to tell about them. The teacher will pose the question, "what is a good way to tell others about our families?" The idea that we are creating "Family Books" will be introduced

Resources needed prior to Launch:

Literature
Writing and drawing utensils
Paper/Binding for the books
Photos (from the students)
Family recipes
Chart paper
Blank paper
Ingredients for recipe I choose to make in class
Measuring utensils/mixing bowl/cups

Attached Storyboard:

Sketch

5. Manage the Process

How will you Share Project Goals with students?

During the initial launch teacher will engage students and let the students conclude that making a "Family Book" is a good way to tell others about their families.

As the project progresses, the teacher will show how each activity and product fits in the "Family Book."

How will you use Checkpoints and Milestones?

As a starting point, I will read a family book to the students and we will have a discussion about families. Things such as who is in our families, how many people are in our families, and what our families do may arise. I will then tell the students that we are going to be creating our own "Family Books", and learning about our own families and other friends families.

I will read various books by Todd Parr and other authors that revolve around families, and we will discuss and recall parts of the book. These books will be read on various days (ex. "The Grandpa Book" on one day, "The Mommy Book" on another day).

Students will bring in a family picture and draw a picture of their family. Students will then count and write the number of people they have in their family. This helps me assess their pencil grip and writing skills. It also aligns with the counting and cardinality standard.

We will make a class graph including how many family members each student has. We will practice our counting.

Each student will bring home a sheet with several questions to ask an older family member (parent, grandparent), and bring it back. Heritage questions will be included. The interviews will be shared with the group and the document camera will be used to show where we "come from."

I will use chart paper and we will make a chart titled "What is a Family?". It will include Families: Have, Can live in a, and Are. Discussion will follow along with a drawing of something the students like to do with their families.

The students will bring a family recipe from home to be added to their books. We will talk about the recipes they bring back to school.

When do you plan for Evaluation and Reflection?

At each checkpoint students with teacher guidance will reflect on information and learning and how it fits into the Family book

During practice of presentation to parents students will evaluate if the book helps tell others about their family

Describe how your class plans to Celebrate the PBL?

Our class has a sharing of the "Family Books" in which they break out into partners and share books, possibly share on the document camera, share with a neighboring class, and/or share at teacher-parent conferences. Display for conferences in public place